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ABSTRACT

Project CAPABLE (Classroom Action Program: Aim: Basic Learning Efficiency) is a classroom approach which integrates the basic learning skills with content. The goal of the project is to use basic learning skills to enhance the learning of content and at the same time use the content to teach basic learning skills. These monthly teacher workshop reports explain how the basic learning skills can be taught. Each monthly report provides an introduction to the material to be covered in a teacher workshop. This includes: Learning Skills; Comprehension Development; Vocabulary Development; Directed Reading Activity (DRA) and SQ3R (Survey, Question, Read, Recite, Review); Study Skills; Management Techniques; Structured Overviews and Study Guides; and Interest, Motivation, Assessment. (BS)

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TEACHER WORKSHOPS

Project CAPABLE

CLASSROOM ACTION PROGRAM:

AIM: BASIC LEARNING EFFICIENCY

"to make each student a more capable learner"

CO-DIRECTORS

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AUGUST REPORT

LEARNING SKILLS

TM 840 703

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TITLE IV: PART C
DEVELOPMENTAL GRANT

AUGUST WORKSHOP
"Learning Skills"

August 27, 1979
Presented by Terry Murphy-Project Co-Director

Name_____

Session #1
August 27, 1979

Skills Needed in Content Areas

Due Date: September 7, 1979

OBJECTIVES	RESEARCH	ASSESSMENT	TIME RECORD
Each team member will: 1. Synthesize research findings concerning skills needed in each content area. 2. Develop lists of skills needed in each particular content area. 3. Attend workshop sessions. 4. Complete the time record chart. 5. Compile a workable bibliography of all sources consulted. (Other than those listed.)	1. Fusing Reading Skills and Content, Thomas & Robinson -Editors I.R.A. pgs. 1-16 " 127-135 " 136-144 2. Comprehensive High School Reading Methods David L. Sheperd, Charles E. Merrill Publishing Co. 1973 English pgs. 169-178 Social Studies pg. 187-196 Science pgs. 213-216 Math pgs. 251-270 Business Ed. pgs. 277-282 Foreign Lang. pgs. 285-288 3. Improving Reading in Middle & Secondary Schools Lawrence Hafner, Macmillan Publishing Co., 1974 Foreign Lang. pgs. 420-432 Business Ed. pgs. 398-404 Social Studies pgs. 374-385 English pgs. 350-354 Math pgs. 324-332 Science Pgs. 307-311	The stated objectives will be completed when: -- 1. The team members have compiled a synthesis of the research findings. 2. The team members have developed individual lists of skills needed in particular content areas. 3. The team members have attended the workshop session. 4. The team members have compiled their time record. 5. The team members have added any new bibliography citations to this list.	

Workshop Summary

The workshop involved reviewing, from 1978's workshop, those skills the teachers felt were necessary to learn their particular content. The team members were involved in synthesizing necessary skills, necessary vocabulary, and necessary concepts in order for students to learn each of their particular content subjects. The various learning levels, independent, instructional, and frustration, were also covered with the team members. The team members were given a copy of the August work (appearing on the following page.)

INTRODUCTION

The learning skills needed by any given student in any given content area are many and diverse. Each content area has skills which are needed in order for the student to learn that particular subject. On the other hand, some skills are necessary in order to learn any material. Those skills which are needed in almost any given subject area include:

1. the use of the table of contents,
2. the use of study guides,
3. setting purposes for reading,
4. reading flexibility,
5. utilizing a variety of information,
6. reading for main ideas, and
7. using context clues.

Skills which are needed in particular content areas include the following:

I. Social Studies
   - A. Map Reading/Charts
   - B. Time/Space Relationships
   - C. Time/Event Relationships
     Studies Related Vocabulary
   - D. Opinion vs. Fact
   - E. Other Considerations
     1. Organizational Patterns
     2. Special Vocabulary

II. Mathematics
   - A. Precise Directions
   - B. Understanding, or Reading, the Symbolism of Numbers and Signs
   - C. Ability to Differentiate the Mixture of Number Processes
   - D. Other Considerations
     1. Noting the relationships and the logical development of the problem.
     2. Structural Analysis and Terminology

III. Science
   - A. Latin/Greek Roots in Vocabulary
   - B. Scienctific Method Used to Arrive at Conclusions
   - C. Information Must be Classified
   - D. Diagrams are Important Forms of Communication
   - E. Other Considerations
     1. High School Students must be able to recognize general science vocabulary before they can ever understand specific words.
     2. The teacher must understand that most science texts (over 100%) have a readability level beyond the grade level they are written for. The teacher should attempt to find texts that have been written for students with average reading ability and he should also teach the student to read better, so that he may be able to read the science text.

Following directions is an important skill in science.

IV. English
  A. Poetry has -
    1. Unique Expression
    2. Musical Sense
    3. Imaginative Language
  B. Fiction has -
    1. A Vicarious Experience
    2. A Plot Involving Characters and Action
    3. An Author's Distinctive Style.
  C. Other Considerations
    1. Classrooms should have a wide range of books.
    2. The Reading Assignment
      a. Vocabulary studied in context
      b. Main idea must be taught
      c. varying abilities must be considered

A student's success depends a great deal on his ability to read and comprehend. Any given student may not possess the necessary skills which will make learning a particular subject easier. When whole classes are considered, the teacher is confronted with the problem of determining those skills the student already possesses, and those skills he/she may need in order to learn that particular subject area.

When dealing with individual classes and the student in their classes, the teacher must consider the various levels at which all students function. These levels include: the independent level, the instructional level, and the frustration level. The independent level is that level at which the student is able to read and understand material totally on his/her own. He/She needs no outside help. The instructional level, by the way, this is the level at which most text are written, in the level at which the student can understand the material with the help of the teacher. This represents a typical class set-up. The frustration level represents that level at which the student cannot cope with the written page.

When considering these levels, the teacher must also consider those variables which contribute to the amount of success the student will meet in any given subject area. These variables include: skills, vocabulary, and concepts.

The first variable considered is the skills area. As stated earlier, any given student will need certain skills in order to successfully understand a given subject area. If the student does not possess these skills and if this deficiency is not remediated, obviously the student will meet failure. The next two variables, vocabulary and concepts, go hand in hand. The vocabulary of a given subject area is represented in the concepts of that subject. Some subject areas have many abstract concepts which are represented by both large and small vocabulary words. For example, the word atom is not necessarily a difficult word, but placed in the context of the physics class, it may become a very difficult concept to grasp. Nevertheless, these three variables are of utmost importance and must be considered when dealing with students.

To graphically represent the independent, instructional, and frustration levels in conjuction with the necessary acquisition of content variables, the following examples may prove helpful.

The Independent Level

When the

skills,

vocabulary, and

concepts

of the reader = (equal) the

skills,

concepts, and

vocabulary of the text, the student is functioning as his/her independent level.

The Instructional Level

When the

skills,

concepts, and

vocabulary

of the reader + plus instruction from the teacher = (equals)

the

skills

concepts, and

vocabulary of the text, the student is functioning at his/her instructional level. In essence, the teacher bridges the gap between what the student knows and what he/she needs to know.

The Frustration Level

When the

skills,

concepts, and

vocabulary

of the student +instruction from the teacher ≠ (do not equal)

the

skills,

concepts, and

vocabulary of the text, the student is functioning at his/her frustration level. (Vaughn and Estes)

In order for instruction to be effective and meaningful to the student, all these variables must be considered when dealing with learning skills.

Terry Murphy
Project Co-director

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SEPTEMBER REPORT

COMPREHENSION DEVELOPMENT

TITLE IV: PART C
DEVELOPMENTAL GRANT

SEPTEMBER WORKSHOP
"Comprehension Development"

September 7, 1979 & September 19, 1979

Presented by:

Terry Murphy
David Monti

Workshop Summary

The introductory workshop on comprehension development was presented by Terry Murphy. During the workshop session, various areas of comprehension development were discussed. The first topic dealt with the various levels of comprehension, the literal level, the interpretive level, and the utilization level. The second topic dealt with how these various comprehension might be used in classroom. Also discussed were the various requirements needed by students in order to respond at each of these various levels.

During the major workshop session which was presented by Dr. David Monti, these topics were covered in much detail. Other topics covered by Dr. Monti included various assessment devices, both formal and informal, which might be used by the classroom teacher. These devices included various textbook inventories and different ways that teachers may use cloze in the classroom. Dr. Monti also stressed the importance of each teacher's responsibility in utilizing assessment devices along with the comprehension requirements in order to improve each student's learning skills.

INTRODUCTION

Nila Benton Smith has defined comprehension as a blanket term that covers a whole area of thought-getting processes in reading. Comprehension is the process by which meanings become associated with symbols. The extent to which these meanings are clearly understood by the reader represents the degree to which he/she is a good reader.

If comprehension is approached as a process of thinking, it is possible to program activities for its development. QUESTIONING is potentially the most important tool for helping students understand and interpret what they read. Questions function in both reading and teaching situations. In reading, questions serve to establish a basis for identifying and clarifying a reader's purpose for reading. This, in turn, will influence the method of reading, the degree of comprehension, the rate of reading, and the skills employed in reading. More than anything else, the reader's purpose influences what he reads and how he reads.

In the teaching situation, the role of questions is by far the most influential single teaching act. Research supports tha fact that student's concepts of what they read are largely influenced by the types of questions teachers ask. For this reason, questions play a crucial role in affecting the levels of the teaching process. Teachers must be trained in the formulation and use of questions. Research conducted by Aulls reveals that approximately 70% of class time is spent questioning, and 50%-70% of these questions are literal (the very basic level of understanding) in nature.

As an instructional tool, questions serve the purpose of guiding a reader through an assignment. In this situation, they identify they types of thought relationships developed to unify the content. There is not substitute for well written thought-provoking questions. There is not commonly agreed upon nomenclature which identifys the various levels of comprehension; some authors list

as many as six levels (Bloom), while others list as few as three (Herber). In relating questions to various levels of comprehension, the importance lies in the correct structuring of thought-provoking questions, not in the number of levels represented in various taxonomies.

Following are definitions and sample questions at various levels of understanding. This model represents only one of the many taxonomies available to educators. Although it lists only three levels of comprehension, its purpose is to develop an awareness of the various comprehension levels.

THE RECALL LEVEL*

Recall is the simplest form of learning. On this level, the student is asked to remember or recognize (either in a verbatim or paraphrased form) the term or idea provided by the book. The material may vary in difficulty from the specific and concrete to the abstract and complex. ("What is a polar bear, John?" "What is the law of thermodynamics, Betty?") The recall level emphasizes the acquisition of material but is little concerned with its meaning or use.

Because understandings on this level are simple, they are both rapidly learned and readily forgotten. Teachers who reinforce understanding at the recall level often use recitation as the major method of teaching. Drill and copying exercises are the major types of reinforcement.

Learning words on the recall level tends to promote word naming rather than word meaning. ("Oh, yes, we have a cossack in our living room. I often put my feet on it when I study.") Learning ideas on the recall level tends to promote incompleteness and/or distortion in thought. ("Isn't it amazing how one man's actions can affect the whole course of history?" "What do you mean?" "Like the shooting of that archduke causing World War I.")

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*Sometimes referred to as the "literal," "factual," or "receptive" level.

Although recall is a prerequisite for all higher level reading understandings, it cannot be regarded as the goal of learning. Understandings would be better enhanced if more emphasis were given to the two higher levels.

THE INTERPRETIVE LEVEL*

On this level, the student is asked to examine the terms and ideas he acquired on the recall level. This probing requires numerous higher-level thought processes. Among them are: translating abstract ideas into concrete examples, drawing inferences, seeing relationships and associations, making comparisons, and evaluating the reliability and/or value of the material.

Research has shown that teachers do a poorer job of teaching on this level than on the recall level. In an effort to "cover the course," teachers are prone to use only lecture and/or recitation with the class. Neither method does much to develop the ability to interpret. However, after recall-level teaching, the teacher is apt to give an interpretation-level teaching, the wonder why so many students failed. If we neglect to teach students on the interpretation level, they will not function there.

Learning to interpret is best promoted through study guides and group discussions. Under these conditions, students are encouraged and guided to think about, around, and through ideas.

Although learning on the interpretation level requires more time than learning on the recall level, it is of more value. It produces understanding that are richer, more enduring, and more transferable.

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*Sometimes referred to as the "conceptual," "critical," or "reflective" level.

THE APPLICATION LEVEL*

Application involves using--relating to new situations--the understandings remembered and examined. At its easiest, it involves using written directions to perform a new task: sewing a new dress, repairing a carburetor, punctuating a sentence, performing an experiment. At its hardest, it involves using written ideas to create something new: using the formula for computing the area of a rectangle to devise a formula for computing the area of a parallelogram. Application should not take the place of, but build upon, recall and interpretation. The wise man knows both what he is doing and why.

Although application is the ultimate goal of much learning, students are seldom taught to apply the understandings gained from reading.** Most teachers assume that students will apply the ideas on their own, but the assumption is untenable.

> After an advanced twelfth grade class had spent a semester studying about the evils of dictatorial governments and the values of protecting civil liberties, half of the class--caught in a real-life situation--were willing to sign a document supporting a non-democratic point of view.

Interpretation and application are not synonymous.

Teaching students to use understanding gained from reading is out biggest challenge. Through group discussions, study guides, and realistic activities, students <u>can</u> be shown how to apply ideas to new problems and their own lives. Such teaching is well worth the time and effort, for application-level understanding is the most lasting and valuable of all.

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*Sometimes referred to as the "expressive" or "creative" level.

**Understandings gained from listening are more often applied: Aural instructions heard in band practice, gym class, driver training practice, woodworking, typing, science lab.

Certainly it is easier to recall an idea than to interpret or apply it. Furthermore, it is often easier - though not always - to interpret an idea than to apply it. Therefore, regardless of frequency of use in the textbook, the amount and type of reinforcement an idea requires depends upon the level of understanding you desire for that idea. For instance, most of the ideas in this report should be understood on the application level. How much easier it would be if you only had to develop understandings on the recall or interpretation level.

For some ideas in various subject areas, an understanding on the recall level is sufficient. For other ideas, you may desire an understanding on either the interpretation or the application level. To help students learn most efficiently, you should identify the levels of understanding they should develop for each of the major ideas. Then you should apply techniques to insure this development. The previous examples should help in developing understandings of each of the three levels.

Profitable instructional questions "clarify" and "guide" varied types of relationships which influence comprehension. Callenging questions stimulate students to seek relationships among ideas; this will lead to a fruitful discussion in which more time is spent in listening, responding, and supporting answers to questions than in asking them.

Terry Murphy
Project Co-Director

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OCTOBER REPORT

VOCABULARY DEVELOPMENT

TITLE IV: PART C
DEVELOPMENTAL GRANT

BEST COPY

October Workshop

"Vocabulary Development"

October 22 - November 21, 1979

Presented by:

Terry Murphy
John Poeton

WORKSHOP SUMMARY

An introductory workshop on vocabulary development was presented by project co-director Terry Murphy. During this session, the team members were introduced to the various methods students employ when trying to decode unfamiliar words: contextual clues, structural clues, phonetic clues, and the use of the dictionary. The team members were involved in various activities which allowed them to determine when and how the student would apply these various techniques. The team members were also shown how to use a vocabulary analysis chart with their textbooks.

Mr. John Poeton, Vermont Right-to-Read director gave a vocabulary workshop session for the team members and other interested faculty members. He stressed the importance of an experiential background, which is essential for the attainment of both vocabulary and concepts. The session also included the techniques that students use when categorizing concepts. The session ended with suggestions to the teachers as to how they might improve vocabulary in their classrooms. Mr. Poeton was also available to the project team for one day to answer questions and offer suggestions for their reports.

A later session, in the area of concept attainment, was also given by Terry Murphy. During this session, the team members were introduced to the various levels of cognitive recall. They were shown how a particular student might preceive a word, or concept, depending upon his/her past experiences with the word. As a result of this session, the team members developed activities for a particular concept they would be teaching. Activities covered the three levels of concept attainment: specific, functional, and conceptual. The activities were structured in such a way as to lead the student from the known to the unknown.

INTRODUCTION

Connections between words which seem obvious to a teacher are often completely hidden from the student. Many words that are commonplace to adults, or to particular content areas, may be new and strange to the developing reader. The purpose of vocabulary development is to show some of the ways in which such "connections" occur, and hopefully this will result in sharper, more perceptive reading by students.

When dealing with vocabulary development, two major factors have to be considered. The first factor to consider is the reader and the amount of background experience he/she brings to a reading task. A student with a limited background in any given subject area will have a more difficult time than a student who has had many experiences.

The second factor to consider is the textbook itself. The text presents factors that can affect the understanding of the content material. These factors include: the format of the text, the concept load, internal and external clues, and the vocabulary and sentence structure of the text (readability).

When dealing with the development of vocabulary, concepts are of vital importance. Concepts are ideas that we have of the world around us.

According to Forgan and-Mangrum II, concepts occur at three levels: the specific level, the functional level, and the conceptual level.

I. SPECIFIC LEVEL*

> The student has only one definition or object associated with the word. He might define the word "democracy" as a form of government, but has no further understanding of the word.

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*Adapted from: Teaching Content Area Reading Skills, Forgan and Mangrum II, Charles E. Merrill Publishing Co., 1976, pg. 153.

II. FUNCTIONAL LEVEL*

The student can state the USE of a word or use the word in a meaningful sentence. The student not only knows that a democracy is a type of government, but that in a democratic society people vote to select their representative who will administer the government and pass laws. "People select their representatives in a democracy."

III. CONCEPTUAL LEVEL*

The student can associate many ideas and facts with the word. He not only recognizes, but uses the word in a variety of contexts. He recognizes that in a democracy, the government is by the people. He realizes that a democracy is based on beliefs that all people have equal freedoms, rights, and responsibilities. He may also understand that in the democratic society, such as in the United States, the people elect those officials whom they feel will act according to the people's wishes.

Depending upon the experiential background of the student, he/she will respond in conjunction with one of these three levels.

At first the learner has only a single definition or association with the word. During the second stage, the learner has more than a specific understanding of a word or idea; he/she begins to develop a functional understanding of the word or idea. The student can now tell the "function" of the word. At the third level, the most abstract level, the student understands the word in a variety of contexts and can explain many uses of the word.

As students acquire new words, they do not automatically rise through these three stages; many are fixed at the specific or functional levels and never reach the conceptual level of understanding.

It is the responsibility of the teacher to encourage and foster vocabulary growth. When students begin studying context material, they are confronted with several new words they have to master. Not only new words, but the concepts within these words. A word becomes part of a person at the specific, functional,

*Adapted from: Teaching Content Area Reading Skills, Forgan and Mangrum II, Charles E. Merrill Publishing Co., 1976, pg. 153.

or conceptual level depending on how the word is experienced or learned.

Some concepts are more easily grasped than others. For example, the word "chair" is a very simple concept; it is something we can see and feel. On the other hand, the concept of "democracy" is more difficult to grasp. Some texts may present a small number of concepts per chapter, others, because of the nature of the content, may have several concepts with high levels of abstraction. The difficulty arises when the concept density of a given book transcends the experiential background of the reader. The ideas in the given text or chapter are so foreign to the reader that he/she is literally lost with the reading.

If we consider that concepts are abstractions of the world around us, we must have something to represent concepts. In all actuality, words represent concepts. If the words, which represent the concepts in any given subject matter, are foreign to the student, he/she will have a difficult time in understanding both the words and the concepts they represent. The student must be shown "connections" between what he/she knows and what he/she needs to know.

Vocabulary study should not consist of studying lists of isolated words with the major objective to pass a test at the end of the unit. Rather, it should be systematic and not incidental to a particular subject. The student must become part of the vocabulary; he/she must, as much as possible, live the vocabulary. In order to read math, one must "talk" math; in order to read literature, one must "talk" literature. Before the student can understand the literal sense of the subject - much less make out the more distinct areas - he/she has to understand to language of the subject.

According to John S. Simmons, there are three kinds of vocabulary which every teacher is responsible for developing. These vocabulary can be defined as follows:

General Vocabulary - These are the words which the student uses in everyday activities.

Technical Terms - These terms relate specifically to particular content subjects. Each teacher must be aware of these terms, how they relate to their subject area, and how best to teach them. For example, the word "blackmarket" is a social studies term and the meaning remains constant no matter what the context.

Specialized Terms - These are words whose meanings are variant, depending upon the context in which they are used. For example, the word "product" may be used in math, but may also be used in other subject areas, such as social studies - referring to products of the African nations.

A student's general vocabulary would be the first to develop. As the student reaches the third or fourth grade, typically when most content related subjects are introduced, he/she begins meeting both technical and specialized terms. Due to the fact that these vocabularies contain both variant and invariant (specialized and technical) meanings, the student may encounter frustrations, because these terms are not common to his/her general vocabulary, which to this point consists of words the student needs in order to communicate.

If we consider these three areas of vocabulary development as important to overall intellectual growth, then we can consider that they develop at various stages during the reading/learning process. The reading process consists of an array of various components and stages. Every noted authority in the field of reading has outlined, labeled, and listed those components they feel necessary for reading. The following model is an adaption of the Adler-Van Duren Model and the stages of reading according to Michael O'Donnell.

I. Stage I - Learning to Read

   A. Reading Readiness
   B. Beginning Reading
   C. Rapid Development

II. Stage II - Reading to Learn

   A. Wide Reading
   B. Refinement of Reading

Considering this model, vocabulary development falls into two levels.

LEVEL I - The acquisition of a sight vocabulary.

This occurs during Stage I of the reading process. The student is constantly meeting new words and attaching meanings to them.through experiences. (Background experience is the most important contribution to vocabulary development, or any other area of educational growth.) During this stage, the skills are primarily structure, context, and phonic. These earlier skills provide the foundation for the expansion of a meaning vocabulary which occurs during the next stage of a vocabulary development.

LEVEL II - The acquisition of a meaning vocabulary.

It is during this stage that students are introduced to those "technical" and "specialized" vocabularies. If meaningful experiences are not included in the development of these vocabularies, frustration is likely to occur. Also, if the student did not adequately develop those skills necessary for beginning vocabulary (phonic analysis, word analysis, contextual analysis), he/she will be exposed to an even greater problem when attempting to "crack the code" when faced with new words.

Vocabulary study should be a part of every days work, not spasmodic. When dealing with older students, the following three areas should be included in the vocabulary program:

I. providing experiences;

II. direct word study;

III. independent wide reading.

I. Experiences and Vocabulary Development

Both direct and indirect experiences can enlarge the student's vocabulary and can greatly enhance the meaning of new words. A reader can never acquire all the meanings that a word represents with only one encounter. Understanding comes from experience, not from a dictionary, (O'Donnell). Students learn words as

they live them, especially our more reluctant students, who by the time they reach the secondary level, are turned off to books and to school. Field trips, classroom demonstrations, films, discussions, etc., all aid in expanding the meanings of new words.

II. Direct Word Study and Vocabulary Development

This area of vocabulary development can be subdivided into four parts. These are: 1) contextual analysis, 2) word analysis, 3) phonic analysis, and 4) the use of the dictionary. Word study can be profitable in developing word meaning only to the degree that it is integrated with the function words render in context, (O'Donnell). Research has proven that the unnatural isolation of words in lists divorces them from their natural setting - sentences.

With this thought in mind, let's take a look at the ways in which context may be used to build word meanings. Various authorities have listed ways in which context clues aid the student in unlocking word meaning. Some list as many as ten clues (Thomas and Robinson); while others list seven (Hook). The importance is not in the fact that ther are ten clues, seven clues, or five clues, but in the fact that context clues do exist, and that making students aware of them will add meaning to their reading.

Definition - The simplest and most common kind of contextual clue is an outright definition.

Ex. The term set means a group or collection.

Words commonly used for definition are: is, are, which means, who is, who are, called, are called, means, which is, which are.

Examples - A second kind of context revelation occurs when examples are cited. For most of these there is a signal word or phrase which indicates that an example is to follow. It must be pointed out that these words are not always a

guarantee that context is going to reveal the meaning of the unfamiliar word. But when these words appear after an unfamiliar word, they should always be regarded as possible signals.

Ex. The boys were lying still, heads down, inert, like dead men except for their loud and broken gasps for air.

Words commonly used for examples are: such as, such, like, especially, for example, other, this, these, the way, in the way that.

Restatement - A third kind of context clue is restatement. This method is very often used and it seems closely related to example; but upon comparing them, one determines that the writer realized that something more was needed to be said. Therefore, for all of these sentences there are signal words or mechanical devices which indicate a restatement.

Ex. A current of this kind is part of a convection current, a current that carried heat.

The signals consist of a phrase introduced by using the word or or an article a, an, the, or other signal words such as: that is, appearing as, in other words, to put it another way, what this means, which is to say.

Inference - Probably the most difficult of context revelation is through inference, and this probably occurs more than half in general reading. Here understanding only comes to the reader if he/she reads with attention and insight. Perhaps these contexts are revealing only to the experienced reader who knows what the writer is doing in passages of this sort. The practical use of these contexts requires the reader to see relationships not explicitly stated. It requires him/her to read between the lines for suggested meaning. This can sometimes be accomplished by observing the use of identical sentence patterns, for example:

With morning we saw the sky was solidly overcast. Everything was gray except our yellow raft.

Repetition of Key Words - Often key words will be repeated, and the repetition of these words establishes the necessary connection between the unfamiliar word and the explanatory context, for example:

> Because of the time-consuming character of the procedures, wars might readily be finished before retaliatory economic measures could be put into effect...Even the war between Italy and Abyssinia was far advanced before it was decided to apply economic sanctions.

One may also be aware of connecting words that tie together the unfamiliar words and the explanatory context. Words such as: however, yet, therefore, similarly, hence, even though, although, are a few examples. Examples are:

> Mary loves playing handball; however, Vicki despises it.
>
> Even though Carlos tried to hold still, when the nurse struck his finger, he had to wince.

Compare - Contrast - Another method of using context clues is through contrast and comparing. It tells what the word does not mean, rather than what it does mean. For example:

> This is nebulous, not a clear statement.
>
> The mountain goat looks clumsy, but he is remarkable nimble.

There are many varied and different methods of using context in order to increase one's vocabulary meaning. A few more hints that one may keep in mind apart from those already stated, are, to watch for italics, capitalization, bold face type, quotations, footnotes, and pictorial illustrations.

As one works with context clues, the four following principles must be kept in mind. First, the meaning of the unfamiliar word may either precede or follow the word. Second, context generally reveals only one of the meanings of an unfamiliar word. Third, context seldom clarifies the whole of any meaning, it only provides clues and with more experience the word will have a richer meaning. Fourth, vocabulary growth, through context clues, is a gradual matter. It con-

sists of finding one clue here and there, of fitting them together, making judgments, and revising them.

If students are made aware of all these techniques used by authors, they will most probably have less difficulty in reading content material that is geared a little too high for them. By paying close attention to little devices used by the author, they can read and determine the meaning of unfamiliar words by carefully observing the content of the material surrounding that word. A process which may be utilized in all aspects of education where reading is involved.

The second area of direct word study is that of word analysis. Also called structural analysis, it is a method by which the reader utilizes the structure of the word to determine its meaning. The reader examines the word to determine if there are clearly recognizable parts which reveal meaning, such as, prefixes, suffixes, or roots. Many technical words in various contents do yield to structural analyis. Word parts not only give clues to meaning, they also give clues to pronunciation of unfamiliar words. In teaching students to use structure, teachers should concentrate mainly on word roots. Prefixes and suffixes are used to frequently that students tend to learn the common ones rather easily. Words are related to each other by their roots and if they are taught as "meaning families," not as isolated words, vocabulary knowledge expands rapidly.

The third area of direct word study is that of phonic analysis. Although this area of vocabulary study is generally the responsibility of the lower elementary teacher, secondary teachers should be aware of the basic phonic elements and how they can aid the student in acquiring a recognition of an unknown word.

The final area of direct word study is that of the dictionary. This area of vocabulary study appears last in the list of those techniques a student can employ when utilizing direct word study because it should be the last resort for a student when he/she is unlocking the meaning of word. Typically, the use of the dictionary is the only method of word study utilized by many students. By the time students reach the secondary level, they don't want to even hear the word "dictionary". Dictionaries certainly have their place in any classroom, but should be used with discretion and in the context of a given lesson.

III. Independent Wide Reading and Vocabulary Development

The most important means of vocabulary development is through wide reading. It is the... "most painless and the most rewarding," (McCullough, Traxler, and Strang). As the reader meets new words in different contexts, he/she becomes familiar with their different meanings. Many times the reader can draw from his experiential background in order to determine the word's meaning. Books provide a variety of contextual settings for words. Repetitions of these words in a variety of settings also amplifies and clarifies their meanings. In order to become good independent readers, students must be allowed to see words in a variety of contexts, not in isolated lists. As a result, students will be reading for meaning - to read is to think is to become educated.

Terry Murphy
Project Co-Director

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NOVEMBER-DECEMBER REPORT

DRA & SQ3R

TITLE IV: PART C
DEVELOPMENTAL GRANT

November-December Reports

"Directed Reading & SQ3R"

November 29 - December 21, 1979

Presented

by

Terry Murphy

Workshop Summary

This workshop session was a general introduction to the areas of directed reading and SQ3R. Directed reading is a method of structuring a lesson so that the students are able to obtain more meaning from the lesson. This approach is teacher-directed. Using the various steps of the D.R.T.A., the teacher directs the learning.

SQ3R is another method of structuring a lesson, but this study strategy is student-directed. This is a powerful tool to employ when studying. When it is used effectively, it can serve as a tremendous guide for retention.

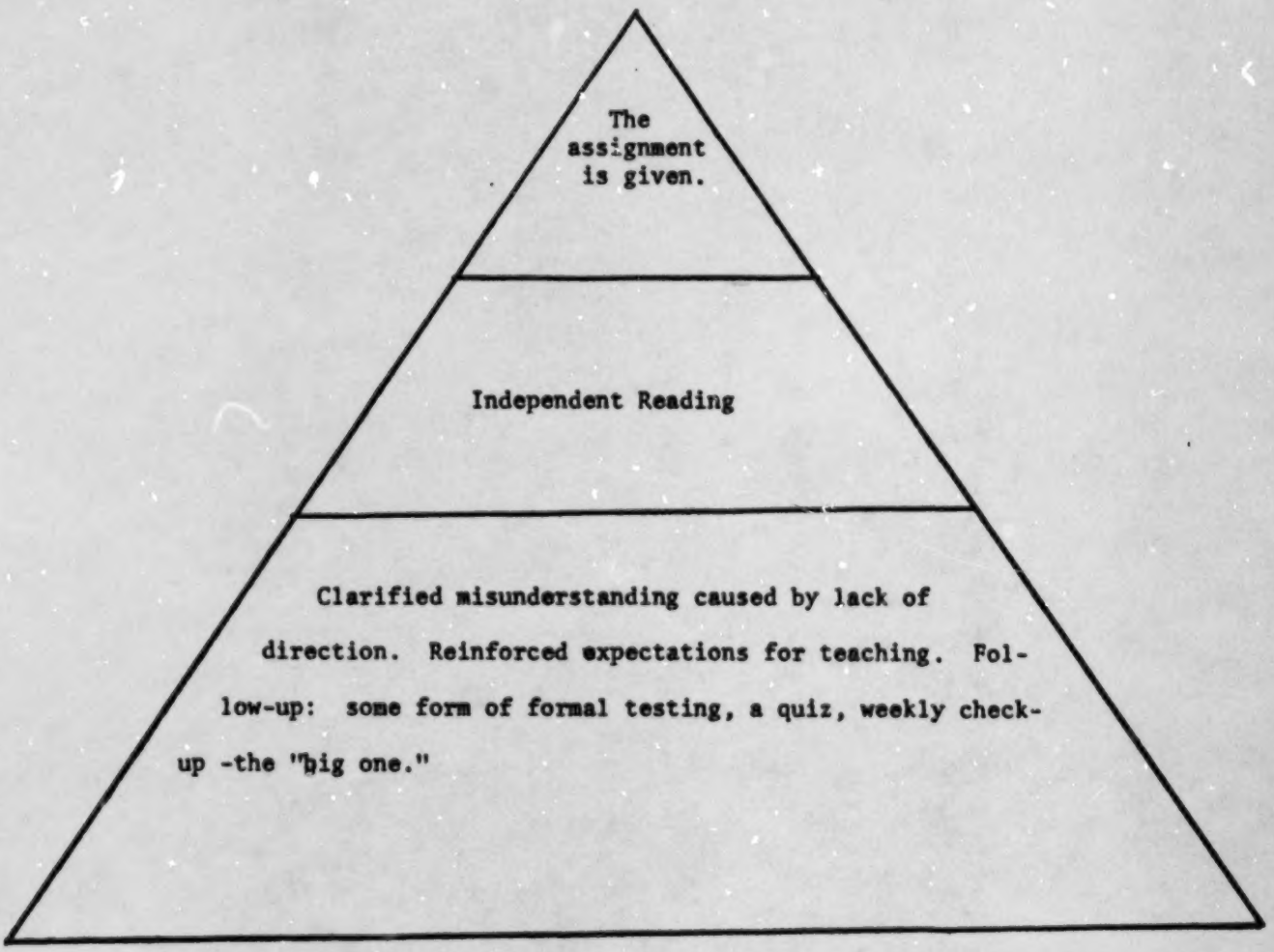
The team members were guided through the various aspects of the D.R.T.A. and of SQ3R. They were also shown the interrelations of the two strategies. They were given several handouts which explained the steps of each strategy. This served as a foundation for the research.

INTRODUCTION

Both teacher direction and student direction are necessary in approaching any given assignment. If the teacher wishes to present the material in a manner which will be most beneficial to the student, he/she needs a structured format to follow. Likewise, if the student is to pull from the lesson the most important information, he/she, too, needs a structured format. Both the Directed Reading Lesson and the SQ3R study technique provide such a framework for both the teacher and student. They both allow for a logical progression which leads the student from the known to the unknown.

A typical "undirected" reading assignment is usually given while the students are on their way out the door. The only "direction" given is, "Read chapter _____ for tomorrow." Left on his/her own, the student aimlessly gropes through the assignment which contains concepts and terminology foreign to his/her background. Upon returning the following day, the teacher becomes frustrated - due to the lack of understanding on the part of the student. Therefore, the remainder of the period is spent clarifying these misunderstandings. This frustrating week usually ends with some sort of test or quiz - the "big one." At this point, the students are more confused than they were at the beginning, or more aptly stated, it may not be a matter of confusion, but misdirection, because they really didn't know what they were doing in the first place. The following diagram represents the undirected reading lesson.

The "Undirected" Reading Lesson

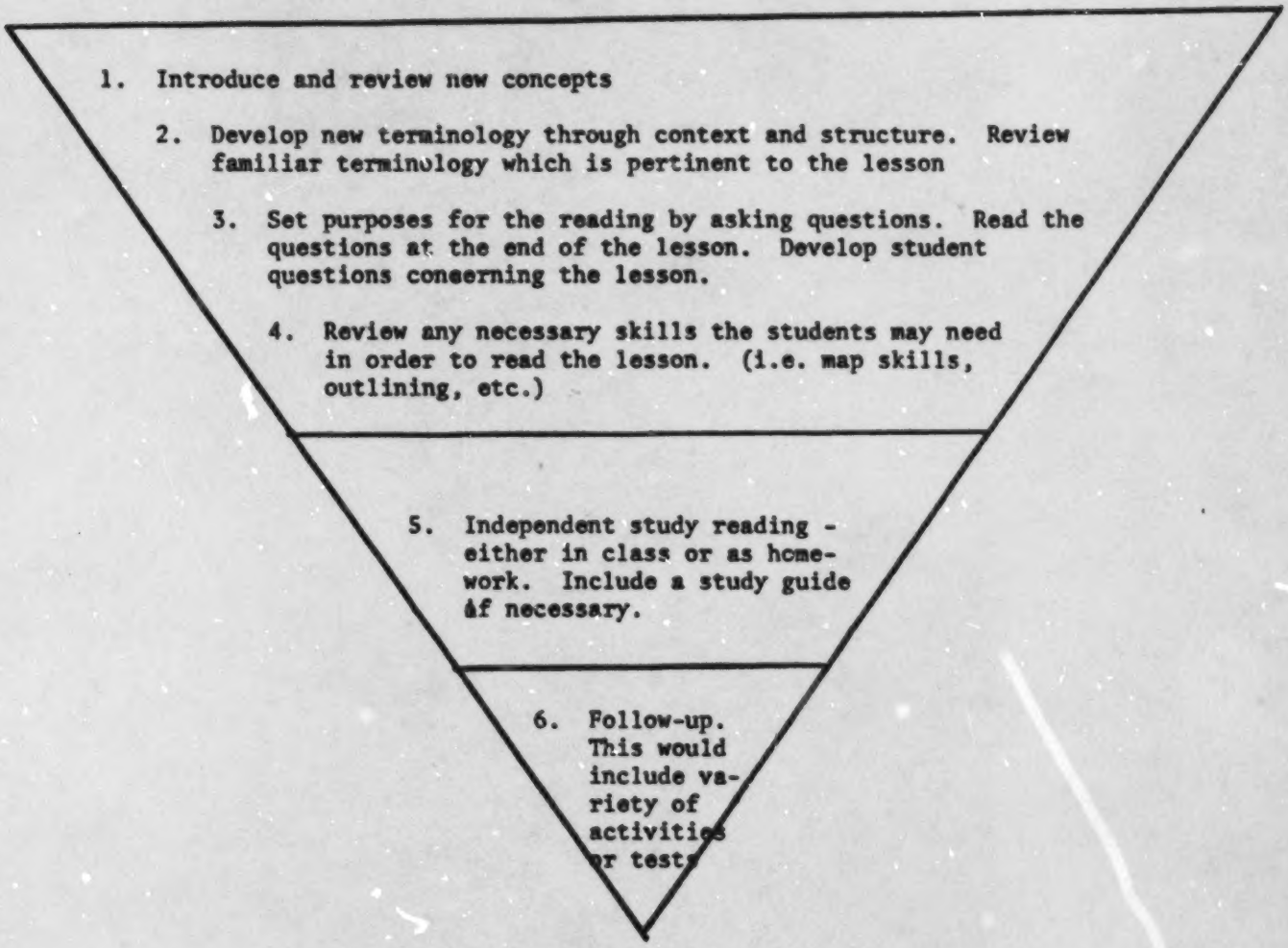

The assignment is given.
Independent Reading
Clarified misunderstanding caused by lack of direction. Reinforced expectations for teaching. Follow-up: some form of formal testing, a quiz, weekly check-up -the "big one."

"Directed" reading provides the teacher with a strategy whereby he/she can structure a lesson so as to make it more meaningful to the student. In utilizing a directed reading structure, the teacher is able to introduce the lesson, clarify the concepts and terminology, reinforce skills, and help the student set purposes for the reading - all before the reading takes place. In so doing, the teacher is allowing the student to actively seek information he/she may already possess about the topic. Being able to make a frame of reference makes learning much easier. As something new is learned, we relate it to something already known. The major purpsoe of directed reading is to help the student realize what he/she already knows about the given topic, and, from this knowledge, to attempt to draw a frame of reference. When directed reading is utilized, the student possesses a point of reference from which to correlate a given assignment that point being the knowledge he/she already possesses. No longer does the student flounder with the reading assignment. Concepts have been clarified and meaningful purposes have been established. Following the individual reading, a discussion would take place and some form of follow-up would occur.

In directed reading, the major portion of class time should be spent on preparing the student for the reading. If time is wisely spent prior to the assignment, less time will have to be spent clarifying it. It's what you do before the student reads that makes the difference.(Olive Niles)

The following diagram shows how a directed reading lesson would be structured. The most obvious difference in this diagram and the preceeding one is that the emphasis in the "directed" lesson is spent on preparing the student to read.

The "Directed"RReading Lesson


1. Introduce and review new concepts
2. Develop new terminology through context and structure. Review familiar terminology which is pertinent to the lesson
3. Set purposes for the reading by asking questions. Read the questions at the end of the lesson. Develop student questions concerning the lesson.
4. Review any necessary skills the students may need in order to read the lesson. (i.e. map skills, outlining, etc.)
5. Independent study reading - either in class or as homework. Include a study guide if necessary.
6. Follow-up. This would include variety of activities or tests

SQ3R does for the student what directed reading does for the teacher - it allows structure and direction for any given assignment. This study strategy is utilized by the student and should be incorporated in any assignment. This technique allows the student to independently establish purposes when none have been set, as in the "undirected" reading lesson.

Developed by Francis Robinson, the SQ3R study technique increases immediate understanding and prolongs retention. This study technique is well supported by research studies investigating the learning process. SQ3R represents a five-step process, and, when conscientiously applied, it can and does produce startling results. The five steps are Survey, Question, Read, Recite, and Review.

The first three steps evolved from research demonstrating 1- the value of skimming and summarizing headings prior to reading and 2- the value of knowing the comprehension questions prior to the reading of the assignment. In surveying, the student is provided with an overview of the material and is orientated to what will be covered in the reading. Questioning provides direct purposes for reading. Questioning also improves concentration. Because questions reveal specific information to look for, the reader will be reading to answer the questions.

Robinson also found that when the first three steps, survey, question, and read, were applied, the result was a higher level of immediate understanding. This was not enough. Robinson knew that approximately 80% of what was read would be forgotten within two weeks. He also knew that retention could be improved by test-type reviews after the reading assignment. When test-type reviews were used, forgetting was reduced from 80% to 20% after a two-week period. As a result of this change in retention, the final two components of SQ3R were added to the study strategy: Recite and Review.

SQ3R Components

There are five basic components in the SQ3R study strategy. The student follows the steps in the same order as they occur in the formula: Survey, Question, Read, Recite, and Review. Here is an overview of the five components:

SURVEY

When the reading material includes subheadings, the survey consists of reading all subheadings and the final or summary paragraph. If the reading material does not have headings, the survey consists of skimming paragraphs for topic sentences until a transition point is reached. When a transition point is located, the reader is advised to stop and reflect on the ideas. This process is continued until the end of the assignment is reached.

QUESTION

Now the headings, or major points, are changed into questions. A question is used because of all sentence forms; it probably provides the reader with the most specific direction. The questions serve as an advance organizer for the total assignment, and each specific question provides immediate and specific direction for reading.

READ

Taking each question in turn, the student will now read to answer these questions. The reader may skim, scan, or study read the material. This will depend upon his/her purpose in reading.

RECITE

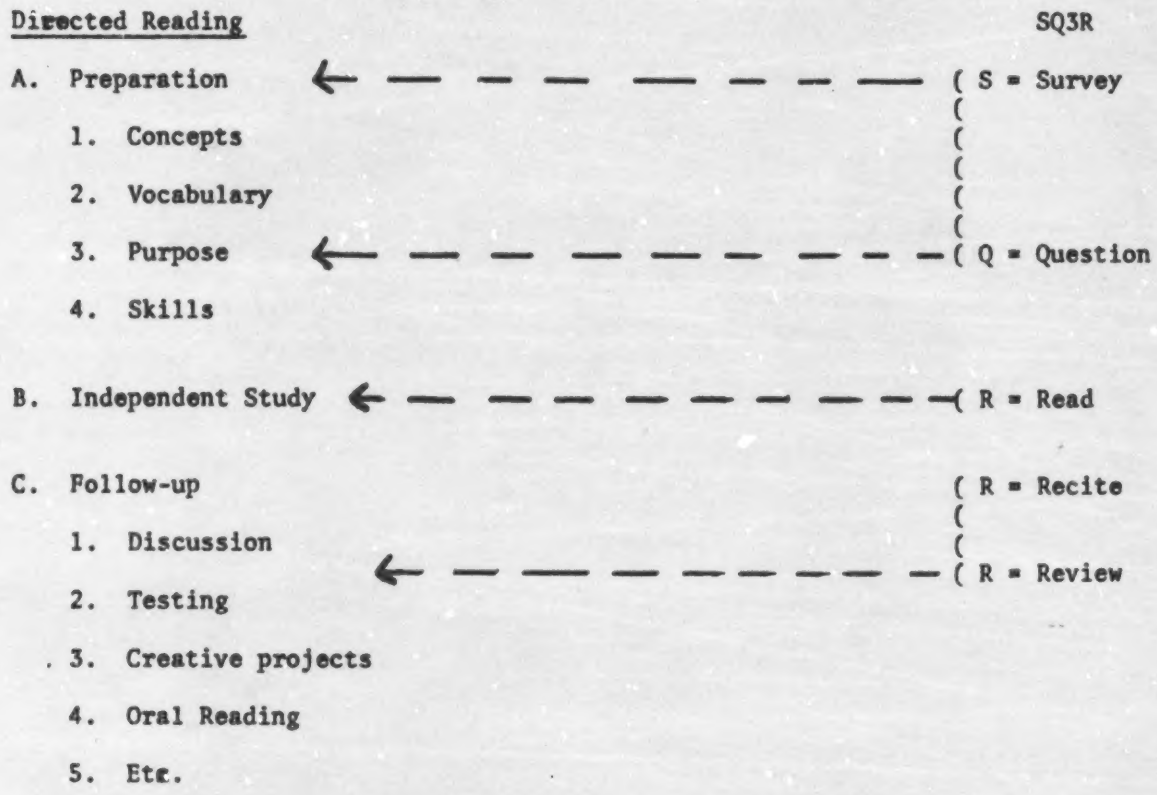
Recitation is used to check on clarity of ideas and to fix these ideas in memory. After an answer to a question has been located or reasoned out, the reader should pause and recite the answer. This recitation could take many forms. The student might recite aloud; he/she might outline, summarize, or underline the information. No mattter what method is used, the student should

employ triple-strength learning. If only the eyes are used for learning, only one-third of the sensory channels are being used. Use VAK learning - visual plus auditory plus kinesthetic. In essence, "See it," "Say it," "Hear it," "Draw it." This is a four-way reinforcement.

REVIEW

A review is used to fix the overall organization as well as the specific ideas in memory. Generally, one review should occur immediately following the completion of the reading assignment. A second review should take place within the next day. Periodic or spaced reviews are strongly advised during the reading assignment.

A close correlation exists between directed reading and SQ3R. Directed reading is teacher directed and SQ3R is student directed. The following chart shows the close correlation between the two.



In the directed reading lesson, the teacher controls the work, guiding the student step by step.

In SQ3R, the student works completely independently.

Transition from directed reading to SQ3R must be accomplished gradually and when the students are ready.

Terry Murphy
Project Co-Director

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JANUARY REPORT

STUDY SKILLS

TITLE IV: PART C
DEVELOPMENTAL GRANT

BEST COPY

January Reports

"STUDY SKILLS"

January 2 - 31, 1980

Presented

by

Terry Murphy

WORKSHOP SUMMARY

The study skills workshop included an overview of the study skills areas, an explanation of the importance of each area, and discussion of ways in which the study skills might be incorporated into daily lessons. The study skill area includes the following: obtaining information, evaluating data, organizing and summarizing, SQ3R, special study aids, and content area reading. Within each of these areas, certain sub-skills are found. For instance, under the skill area of obtaining information, necessary sub-skills include the following: knowledge of 1) the table of contents, 2) the index, 3) the card catalog, 4) the Reader's Guide, 5) the almanac, 6) the appendix, 7) the glossary, and 8) the encyclopedia. These sub-skill areas were also given attention.

The team members were given handouts pertinent to each study skill area. These included explanations of each sub-skill and suggestion for their use in the classroom. Each team member was also given a copy of the Cyr, O'Donnel Study Skills Informal Assessment and Prescription packet. This packet includes activities that might be used within each of the study skill areas.

INTRODUCTION

High school students need specialized instruction in study skills. Many of these skills are acquired in school, and generally, students do not learn them on their own. One of the most essential skills for all students to develop is the ability to utilize reference materials, resource people, and places efficiently. The student, both in and out of school, is constantly faced with the problem of locating information and deciding if it is relevent to his/her purposes. It is important, therefore, that students have the opportunity to learn and practice using specific study skills. These skills may be grouped under six broad topics as follows:

A. Obtaining Information

B. Evaluating Data

C. Organizing and Summarizing

D. Retaining What is Read

E. Special Study Aids

F. Content Area Reading

A. Obtaining Information

Students need to be adept in locating and utilizing a variety of multifarious resource materials to secure information. A working knowledge of functional locational skills can be demonstrated through the following tasks:

1. Alphabetical arrangement,
2. Knowledge of specific reference tools,
3. Ability to select appropriate sources, and
4. Mastery of library skills.

B. Evaluating Data

Critical reading is the ability to read between and beyond the lines; it means being able to apply certain standards of judgment - it is probably one of the most important comprehension skills. It involves several factors. Students need to examine material as to relevancy; verification of facts; accuracy statements; pertinency; unstated assumptions; ability to accept assumptions; and whether the needs to revise his/her own assumptions based on what he/she has read. Reading requirements include the following:

1. Wider background of knowledge concerning the subject, and
2. Capacity for making comparisons and appraisals.

C. Organizing and Summarizing

The most important distinction between good and poor readers is the ability of the former to perceive the organization of materials she/he reads. The major goals include the following:

1. detecting common orgainizational patterns,
2. relating main ideas,
3. note-taking,
4. summarizing, and
5. following directions

D. Retaining What is Read

This skill can be best assessed through the actual application of the SQ3R technique. There are several modifications of this procedure; the important instructional goal is to have the student establish specific

purposes prior to his reading. Following are the 5 steps in SQ3R:

Step 1 Survey

Step 2 Question

Step 3 Read

Step 4 Recite

Step 5 Review

Each of these five steps have been fully discussed in the November-December report.

E. Special Study Aids

Maps, graphs, charts, tables, diagrams, cartoons, or illustrations are pictoral designs of technical data to emphasize, summarize, or yield a better understanding of concepts and information. Utilizing visual aids requires factual understanding as well inferential ability. Attention should be drawn to mechanical aspects (scales, legends, symbols, or keys). Inclusion of multi-level questions, whose answers require extrapolation, provide an estimate of the student's interpretation skills through correlation of experential background and textual materials. Facilitating an interplay of visual aids with conepts of verbal materials creates interest as well as effective use of textbooks. Research indicates that competence in these aids result in significant comprehension gains.

F. Content Area Reading

This category is actually subsumed under the preceding tasks and requires the identification of specific

skills in each of the subject matter fields. For information dealing with specific skills needed in each content area, it is suggested that the reader refer to the August report.

Content area teachers are not reading teachers; however, they must teach the study skills essential for the attainment of instructional goals. Robert Karlin, in Teaching Reading in High School, suggests that before each study skill is taken up with the students, the following steps be considered:

1. Use selections from materials for which the students are held responsible. If a student in history class has difficulty understanding bargraphs, similar pictoral aids should be used to develop this skill. Research demonstrates that the ability to read satisfactorily in one content area does not necessarily carry over to another content area.

2. Select content materials that present no real meaning difficulties - other than those intended. Students should be able to understand what is stated in paragraphs, otherwise, they encounter "stumbling blocks" that interfere with learning. Some teachers have found that practice materials chosen from selections that the student has already read is often helpful. In so doing, the student is dealing with familiar material and the teacher can spend time on the study skill being reinforced, rather than on meanings of unknown words or concepts.

3. Teach only one skill per lesson. If the student needs to learn how to use a table of contents, full attention should be given to that skill.

4. When a study skill consists of related smaller skills, teach these in sequence. Before students can locate implied ideas, they must be able to locate those explicitly stated.

5. Teach a study skills when the need to know it arises. The best opportunity to teach students how to use the library is when they have to solve problems for which their texts provide no answers, or when they are researching a topic.

Each of the study skill areas must be considered when teaching any content subject. The skills must be a part of, and not incidental to, each lesson. When taught effectively, the study skills help the student to expand his/her knowledge of the various resources available and to predict his/her knowledge

in utilizing those resources, whether they are in the community or with specialists in the field. These are skills which the student will use throughout his/her lifetime, and it is esential that she/he learns to use them effectively.

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Project Co-director

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FEBRUARY REPORT

"MANAGEMENT TECHNIQUES"

TITLE IV: PART C
DEVELOPMENTAL GRANT

BEST COPY

February Reports

"MANAGEMENT TECHNIQUES"

February 5 - 28, 1980

Presented

by

Terry Murphy

Workshop Summary

During this workshop session, the project team members were presented with various methods of grouping procedures. The advantages of grouping and the benefit which result from it were also discussed.

During another workshop session, the team members were presented with a model classroom management approach. (A Classroom Management Approach to Reading in the Content Areas, by Leslie Anderson - project director.) It is hoped that this model will serve as a guide in writing our activities next year.

i

When discussing classroom management and grouping procedures, the first consideration to be made is the ability level of the students. In a typical 8th grade class, reader levels range from fourth reader level to tenth reader level. With a class of twenty seven students, the given range might look something like the following:

Levels	4	5	6	7	8	9	10
Number	3	2	3	4	10	2	4

Regardless of administrative attempts to minimize the range of ability within any one class, the teacher, more often then not, faces classes having a range of reading achievement. This is the problems to which this report addresses itself.

One can use many types of grouping: interest grouping, ability grouping, project grouping, skills grouping, etc. In order to help a class with diverse reading achievement read the same text, it is a good idea to group students on the basis of their "general" reading achievement.

The number of groups and the number of students in each group will depend upon the following:

1. your experience with grouping,
2. the maturity level and self discipline of the class,
3. the motivation of individual students, and
4. the textbook you are using.

Always be on the look-out for changing achievement of the students. As the students learn, their needs will change, and groups will have to change accordingly.

If grouping has never been attempted, it is a good ideas to start with only two groups - one large one and one small one (made up of mature students

who can work alone.) Once confidence has been gained with two groups, then groups of three, four or more can be attempted.

The second consideration to be made with regards to grouping is that of assigning appropriate assignments to each of the groups. Generally speaking the following guidelines can be used in writing differentiated assignments:

1. Students with poor reading skills - who take more time than usual to read the assignment and understand very little of it - are given questions that are clearly answered in the text - literal questions - What? Who? When? Where? (e.g. When did Columbus sail to America? What route(s) did he travel? Where did he land?)

2. Students with average reading skills can be given main idea or inference questions: How? Why? (e.g., How were ships like the Santa Maria navigated?)

3. Students with excellent reading skills - who take less time than anyone else to read the assignment and understand it better than anyone else - can be given questions demanding the ability to synthesize, to analyze, or to evaluate the material, (e.g., Which explorer made the greatest contribution to mankind? Balboa, Cortes, Magellan, DeSoto, Hudson, Columbus, Lasalle? Support your answer.)

Sometimes a teacher may ask all groups to answer the same question; at other times she/he may ask questions for as many as five or six levels of difficulty. Sometimes the teacher will find it sufficient to provide only one question per group. At other times she/he may provide a series of questions giving practice in the use of specific reading skills.

Use grouping and differentiated assignments to help the whole class master the textbook content. The following guideline may be followed when doing so:

1. Help students to realize that grouping procedures are a way of helping them all to master the subject content.

2. Give students their questions <u>before</u> assigning the reading.

3. Use differentiated assignments as a <u>teaching</u>, not a <u>testing</u>, device.

4. Give specific instructions for all group work, indicating the specific goals for each group.

5. If all groups are working on various aspects of the same topic, have each group - beginning with the poorest readers - share its

findings with the total class.

Classroom management goes hand-in-hand with grouping techniques. A classroom management system provides the content area teacher with a plan for accomodating the wide range of reading abilities which exist in the classroom. (This was covered earlier in this paper) Classroom management might be likened to the directed reading lesson, unlike the directed reading lesson, however, a management approach might be set up to cover a period of two, three, or four weeks.

The first step in the management approach is to determine the major topics and concepts which will be presented. So as not to become "bogged down" in pages of written objectives which cover these concepts and topics, the teacher should limit the number of objectives to three or four. Objectives are precise descriptions of performance stated in terms of anticipated outcomes. A behavioral objective can be easily measured and includes three specific operations: 1) the precise content, 2) student involvement, and 3) measurement. (Anderson) These three elements are contained in the following example:

(1)	(2)	(3)
To identify the three major causes of air pollution.	By discussing power generation, automobile fumes and industrial wastes.	So that the student will be able to accurately match each action to a specific consequence.

Once the objective, topics, and concepts have been specified, the teacher determines the resources necessary in order to accomplish the objectives. The teacher should consider the availability of resources and the ability, achievement, and interest levels of the students. Ideally, a wide variety of resources, spanning a variety of reader and interest levels, is recommended.

The second step in classroom management is to determine the predominant

organization of the instructional sequence. It is during this stage that the teacher would implement the differentiated assignments and various styles of grouping previously discussed. The teacher would begin by instructing the whole class as to the overall objectives to be covered and then regroup according to interest, ability, random selection, etc. Once the small groups are formed, learning activities for each group are determined. Each group will determine the way in which their topic will be presented to the class and the materials they will need for the presentation. A time schedule is also devised so that the groups will know how long they will have to complete the assigned tasks.

The last phase is that of evaluation. The groups present their work they have done and are evaluated accordingly.

The following is an example of such a program developed in a Lewiston project. This is taken from A Classroom Management Approach to Reading in the Content Areas, by Leslie Anderson, project director.

AMERICA IN LITERATURE

I. PREPARATION

A. TOPIC AND CONCEPTS

1. Topic: America in Literature: 200 years- (Special Bicentennial Program).
2. Concepts
   a. America's present reflects her past; her past suggests the future.
   b. American literature is not only an art but also portrays the history of our country.
   c. The Bicentennial celebration highlights America's important moments and achievements while providing for future directions.

B. OBJECTIVES

1. The student will create a time line of important events and accomplishments during various eras of American history so that he will be able to perceive the relationships between literature and historical developments.
2. Students will demonstrate a knowledge of various aspects of American life in the past and present and be able to speculate on future developments.
3. Students will become familiar with various aspects of patriotism and demonstrate an understanding of the Bicentennial celebration. The student will complete various reading tasks.

C. RESOURCES

1. Books and References:
   a. Scholastic Contact Unit: <u>This Land, is Our Land: The American Dream</u>.
   b. Local, school library and Right to Read Resource Center multi-level collections of adolescent literature, classics, historical novels, and poetry.

2. Community Resources
   a. Local historians
   b. Local Bicentennial committee members
   c. Local landmarks, gravestones, and buildings.

II. INSTRUCTIONAL SEQUENCE

A. WHOLE CLASS

1. <u>Establish Purposes</u>- Brief discussion and gathering of student impressions concerning the Bicentennial celebration.
2. Direct and Vicarious Experiences
   a. Randomly grouped students develop word lists relative to key word "history" and "bicentennial". General discussion follows focusing on the relationship between the national state, and local celebration.
   b. Teacher expands upon the themes of the Bicentennial celebration using illustrations, posters, and commonly distributed pamphlets and brochures. Learning guide questions developed by teacher and class.

c. Community speakers outline the local Bicentennial effort.

3. Reading Activities- directed reading of multi-level materials will be incorporated in a variety of instructional strategies for this program. The purpose of the program is to begin with large group instruction/discussion, moving to small group projects, individual reading, returning to small group discussion and, finally, to large group learning.
   a. The initial activity will involve an open discussion to encourage student input concerning goals to be reached from group readings.
   b. Teacher and students will expand upon the concept of a bicentennial celebration and develop a time line related to era accomplishments in American history. Class also discusses various technical vocabulary terms which might occur in reading about the Bicentennial.
   c. Skill Direction-
      1) Various study skills pertaining to locating, organizing, and summarizing information from a variety of sources will be introduced. Students will utilize these skills to research an era of history represented by their individual books. They are instructed to use one magazine article and three sources other than the encyclopedia as background research for individually prepared reports (3 pages or longer).
      2) A brief review of writing and composition techniques is presented (e.g. format, punctuation etc.) These will be functionally integrated with the weekly creative writing assignment related to issues discussed in supplementary reading material.
      3) Procedures for selecting a book for the Individual Reading Activity component will be discussed. Students will be familiarized with the concept of USSR (uninterrupted sustained silent reading), and techniques for maintaining reading records and developing vocabulary directories.
   d. Purposes for Reading
      1) Students select a book (with the help of the teacher) concerning one of the eras of American history.
      2) Small interest groups are formed by students who have selected books dealing with the same era.
      3) Each group develops a series of questions that they would like to have answered in their reading. These questions are made into posters for class display. Small groups will meet one period each week to develop vocabulary words for the week.
   e. Comprehension Check- A check on comprehension is made through scheduled individual and group conferences. Display posters will be evaluated in terms of reading discoveries.
4. Evaluation- individual and group accomplishments will be evaluated according to the quality of work related to: 1) time lines, 2) group questions, 3) vocabulary directories, and 4) reading records.

B. INDIVIDUAL AND GROUP ACTIVITIES
   1. Approaches to grouping. Small interest groups will be maintained throughout the project.

2. Learning options
   a. Students, in groups will complete one of the following activities relating to their reading and research:
      1) Make a filmstrip of different events in American History according to your books. Accompany your filmstrip with a presentation on a cassette tape. Present your work to the class.
      2) Make a tour guide for a foreigner visiting the United States during your era of study--use events and places described in your books. Present your work to the class.
      3. Write an illustrated book comparing the America described in your books and the America of today. Present your work to the class.
      4. You are a famous person or persons from your era of study (your books). Time has passed from that era and you have come back to America. Make a filmstrip or picture album of the changes to be presented to the class.
      5. Make a class presentation explaining the information you learned from your books and giving the class an activity (game or worksheet) to do to accompany your presentation.
      6. Your choice - Does your group have a special project idea? After you have decided what you'd like to do, present your idea to the teacher for approval.
   b. Students, in groups will complete one of the following activities relating to their reading and research:
3. Materials
   a. Teacher prepared materials
      1) Activity sheets for individual reading records.
      2) Activity sheets for project choices.
      3) Vocabulary directory sheets
      4) Time line of historical events
   b. Additional Resources and Supplies
      1) Make - your own filmstrip kits
      2) Tape recorders, cassettes, filmstrips, and projectors.
      3) Duplicating sheets, shelf paper, colored pencils, markers, glue, poster board, etc.)
4. Demonstrations
   a. Teacher and students discuss presentation techniques and the creation of effective displays.
   b. Students plan demonstrations and/or displays in the classroom.
5. Record Keeping
   a. Reading record
   b. Vocabulary directory
   c. Group record
6. Evaluation
   a. Individual conferences
   b. Project activity
   c. Research report
   d. Creative writing projects
   e. Teacher daily evaluation checklist
   f. Teacher group evaluation
   g. Student evaluation checklist

III. TIME SCHEDULE

A. DURATION: ONE MONTH- FOUR PERIODS PER WEEK

B. WEEKLY AGENDA:

Weekly activities will occur as follows:

1. Large group instruction:
   a. One day per week is for activity work and circle discussion initiated from the scholastic contact unit, relating issues in American History to our lives.
   b. Creative Writing Assignments:
      Thirty minutes per week will involve writing concerning issues found in Scholastic Scope or Happy Birthday to U.S. (Addison-Wesley Pub.) All writing activities relate to issues found in American Issues Forum Calendar.

2. Small Group Encounters- Literature:
   Students select books, meet in interest groups (re: eras of American History) to develop pre-reading questions, and convene weekly for one period to develop a vocabulary directory.

3. Individual Reading Activity:
   Fifteen to twenty minutes per day will be set aside for individualized reading (U.S.S.R.). Students will keep individual reading records and vocabulary directories.

4. Small Group Activities:
   One period per week will be devoted to small group activities relating to reading and research.

IV. SUPPLEMENTARY ACTIVITIES

Since this program will set the stage for reading development throughout the year, students will be encouraged to select additional books from the classroom collection and complete follow-up projects that are part of the individualized reading program.

By using various methods of grouping and utilizing some form of a management system, the teacher is accomodating for individual differences. If our basic goal is to make each student a more capable learner, then we must meet each student at his/her level and provide instruction that will be most beneficial for each.

Terry Murphy
Project Co-director

Project CAPABLE

CLASSROOM ACTION PROGRAM:

AIM: BASIC LEARNING EFFICIENCY

"to make each student a more capable learner"

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MARCH REPORT

"STRUCTURED OVERVIEWS & STUDY GUIDES"

TITLE IV: PART C
DEVELOPMENTAL GRANT

BEST COPY

March Workshop

"STRUCTURED OVERVIEWS & STUDY GUIDES"

February 29 - March 1, 1980

Presented

by

Michael McKinna

Workshop Summary

The introductory workshop on structured overviews and study guides was presented by Dr. Michael McKinna. Dr. McKinna began by explaining the content area teacher's role in utilizing reading skills and the responsibility they must accept in helping students read their assignments.

Dr. McKinna's first session covered the area of structured overviews. He explained how teachers can use this device to introduce a unit, story, or section of a book. He emphasized the importance of such a tool in the area of student retention. A variety of methods in constructing overviews was presented.

Dr. McKinna's second session dealt with the use of study guides to further improve students' comprehension. Again, he presented a variety of study guides, which might be utilized by the teacher. The workshop ended with an explanation of the relationship between directed reading to study guides and structured overviews. All agreed that this workshop was extremely beneficial and that it helped to tie together the other topics covered thus far.

The value of study guides, be they teacher directed or student directed, cannot be overemphasized. The various study guides included in this packet are designed to assist students in gaining the skills they need in order to succeed in their classes. These various skills have been discussed in previous packets, however, in the actual teaching situation, several may be brought into play together -- in presentations, in independent work activities, in small groups, and in working with teacher-made study guides.

Study guides vary in length, emphasis, and format depending on the type of reading assignment or the type of skills required to complete the assignment. The study guide is extremely useful for the teacher who has students of varying abilities. Group assignments may be made for various parts of the guide, other parts may emphasize a distinct skill. It is not always necessary for all students to complete all the study guide.

The best study guides often include a number of elements such as work with vocabulary, comprehension exercises, organizational patterns, study skills, and follow-up activities. These exercises may be presented in a variety of formats: skeleton outline, diagrams, charts, short answers, fill in the blank, etc. Through the use of well constructed study guides, students can better relate the concepts, vocabulary, and skills which they possess to newly acquired concepts, terms, and skills.

Through most of the topics covered this far are important in aiding the student in using textual material, the majority of time spent with such material will be for the sake of learning facts and ideas. Each subject area is heavily ladden with factual matter, abstract concepts, and technical vocabularies condensed into a small area. Therefore, students must possess many reading and study skills in order to comprehend the key concepts and to establish relationships within their own minds.

As discussed in a previous packet, the "Directed Reading Lesson" is a plan especially designed to help students establish a purpose for his/her assignment. If the student has a purpose, his/her assignment will be more meaningful. One of the main purposes of introducing concepts, vocabulary, questions, and skills prior to reading is to relate the new information to the old information-relating the known to the unknown. The teacher must lead the student to discover what he already knows about a "new" topic by helping him/her organize previous knowledge. David Ausubel recommends the "advanced organizers" be used to help students learn and retain new concepts. His research points out that a person's knowledge falls into a pattern which is often organized in terms of a hierarchy from concrete concepts to more abstract ones. Advanced organizers help students get ready for new concepts by providing a fram of reference of the known to the unknown.

One popular type of advanced organizer is the structured overview. Structured overviews are visual diagrams of the relationships already known and those to be learned. The use of the diagram provides a concrete structure which depicts the relationship between ideas. Structured overviews have two critical features:

1. The use of the important vocabulary of a unit or selection to display the relationship between the concepts to be studied and those already familiar to the learner.

2. They allow for interaction between the teacher and learner through which modification can be made based on the learner's cognitive structure as he reveals it through conversation.

Certain steps must be taken in order to construct the overview. It must be noted that an overview is not an outline, and it is not completed by the

teacher alone.

Steps in Constructing and Using Structured Overviews

1. Analyze the vocabulary of the reading-learning task and list all the words that you feel are important for the students to understand.

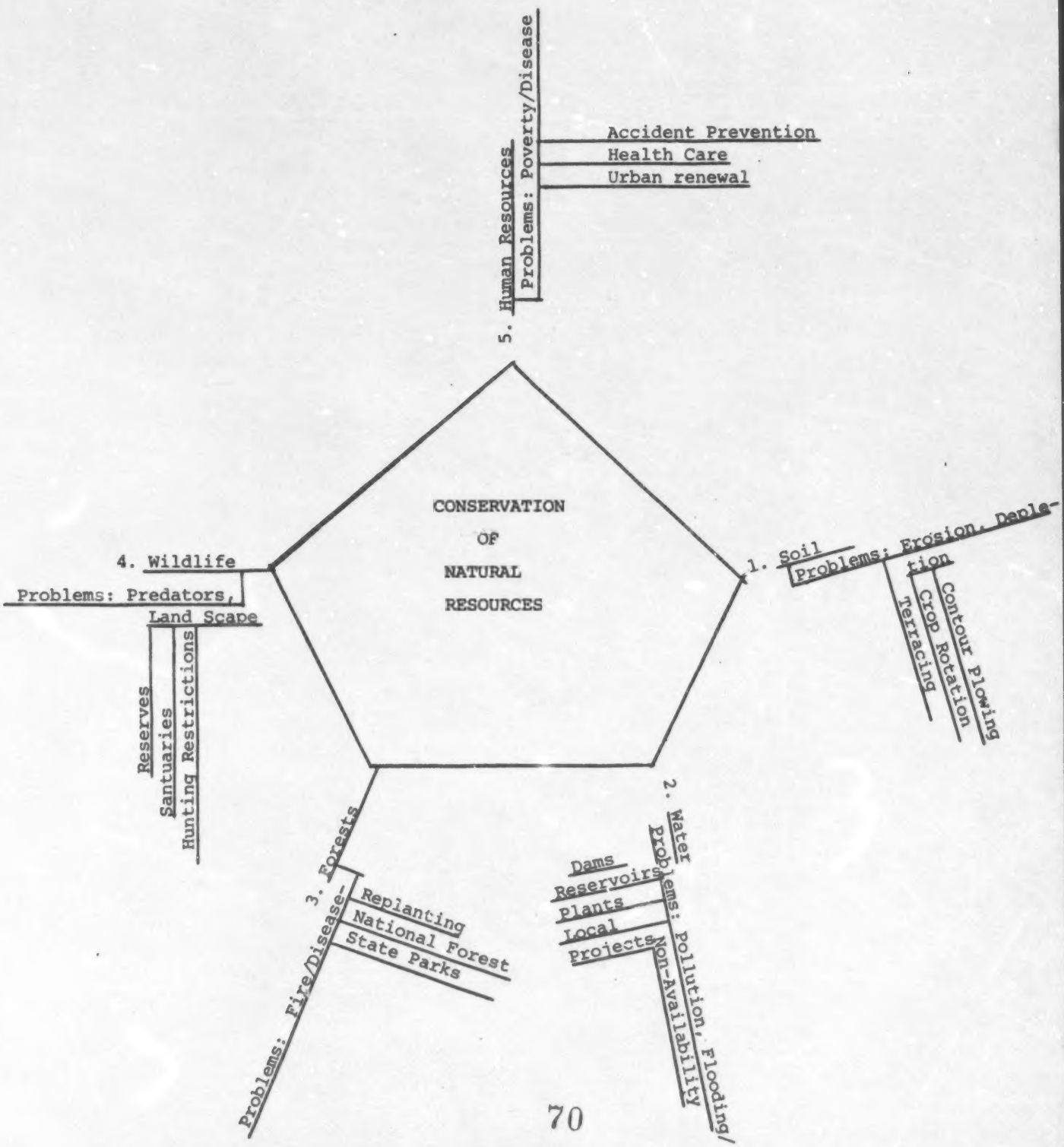
2. Arrange the list of words until you have a diagram which depicts the interrelationships between the concepts particular to the learning tasks.

3. Add to the diagram vocabulary concepts which you believe are already understood by the students in order to depict relationships between the reading-learning task and the discipline as a whole.

4. Introduce the students to the reading-learning task by displaying the diagram and explaining why you arranged the terms as you did. Encourage them to supply as much information as possible.

5. During the course of the reading-learning task, relate the new information to the structured overview as it seems appropriate.

Following is an example of a structured overview taken from Gail B. West's Teaching Reading Skills in Content Areas, pg. 141.



As a result of the teacher having stated purposes for the reading, via the D.R.A., and of having presented a structured overview during step I of the D.R.A., students should be able to approach their assignment with some idea of the concepts to be encountered, the vocabulary used to explain the concepts and the specific facts to look for in the reading.

A structured overview can be used to introduce the lesson and a study guide can be implemented during the independent reading of the D.R.A. format. The follow-up segment would consist of discussing the usefulness of the overview and the study guide which was filled in during the silent reading. Visually depicted the relationship between directed reading and structured overviews and study guides would look like the following:

I. Preparation

A. Concepts: Ideas that you want the student to be aware of.

B. Vocabulary: Unfamiliar technical terms (2-3) that you feel they'll have trouble with.

C. Purpose: Give the student a reason for reading.

D. Skills: Any skills they'll need for effective reading (context clues, word origins, etc.).

STRUCTURED OVERVIEWS:

Establishes a relationship between concepts & vocabulary.

II. Independent Reading: Let class read assignment with the purpose set in Step I.

STUDY GUIDES:

Once purposes have been established, students are largely on their own. The Study guide provides each of them with a teacher who offers suggestions on how to read the material.

III.	Follow-up A. Discussion B. Testing C. Creative Project D. Oral Reading	Discussion of the structured overview and the study guide. Students could compare guides for alternative answers. The guides may be used as a test.

By effectively integrating structured overviews and study guides with the directed reading lesson, learning becomes more interesting and worthwhile for the student. These are techniques that a teacher uses over and over until she/he knows that a student is confident and capable of doing it on his own. These techniques go hand-in-hand with improved comprehension and ultimately retention. They are methods which help the student succeed in his/her learning, therefore, they make learning meaningful to the student.

Terry Murphy
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APRIL - MAY REPORT

INTEREST, MOTIVATION, ASSESSMENT

TITLE IV: PART C
DEVELOPMENTAL GRANT

BEST COPY

May Workshop

INTEREST, MOTIVATION, ASSESSMENT

May 5-30, 1980

Presented

by

Terry Murphy

Workshop Summary

The workshop session for this month included the areas of interest, motivation, and assessment. Although assessment devices, both formal and informal, are essential to overall curriculum development, the areas of interest and motivation are also important, because they form the basis for ultimate student success. If students are interested in a subject, they will develop an intrinsic motivation to learn the content. Teachers may provide extrinsic, or outside, motivation to enhance the learning of content, but is is the interest level of the student that will determine the amount of success she/he achieves.

During this session, the team members were given a variety of suggestions which develop both intrinsic and extrinsic motivation. Various types of interest inventories were discussed, as well as various types of informal skills assessment devices.

The most essential aspect of secondary reading is the area of evaluation. Evaluation is important to the reading development of every pupil. For what is learned through reading evaluation should influence the nature of other experiences provided by the school. The student profits directly from reading assessment through improved teacher guidance in reading and content learning activities and through a more realistic understanding of his own behavior. She/he profits indirectly from the influence such evaluation has upon instructional objectives, materials, procedures, and curricula.

Reading evaluation leads to educational decisions germane to the reading and reading-related behavior of the pupil and of the reading and reading-related experiences which bear upon that behavior. Evaluation encompasses all means of data gathering, processing, and decision making that pertain to pupil reading performance and reading program functioning.

Thus, reading assessment subsumes the functions of reading evaluation, reading testing, and reading measurement. Reading assessment includes all means of gathering data about the pupil's past, current, or future reading performance. It also includes all means of gathering observation about the functioning of the reading program and its personnel. Reading assessment includes reading testing, which can be described as any standardized situation, normative or informal, in which the pupil must respond with appropriate behavior to a controlled stimulus and where that response is systematically recorded and then compared with the performance of others on the same observations gathered through assessment.

The reading evaluation effort is useful to the extent that it fulfills essential needs. According to Hill, there are eight ways in which reading evaluation contributes to pupil development and program improvement. Effective

reading evaluation should -

1. Help to develop precise, realistic, and immediate objectives for the total reading program and classroom reading instruction by determining the current reading needs of pupils and by monitoring the usefulness of present objectives.
2. Improve pupil learning by providing feedback concerning the adequacy of pupil responses in specific reading-learning situations.
3. Audit pupil normative status and progress toward instructional and developmental objective through systematic appraisal of reading achievement.
4. Identify pupils encountering persistant and significant reading difficulty and provide a diagnostic basis for the treatment of those factors which are inhibiting reading development.
5. Improve reading programs through the systematic appraisal of general and instructional context and procedures.
6. Contribute to general professional knowledge about reading behavior and development through the collection of quantified observation.
7. Provide a means whereby the pupil may develop self-acceptance and self-direction in relation to life, academic, and reading goals.
8. Enhance the secondary school curricula and environment by gathering objective evidence of pupil reading performance, thus reducing "armchair" professional decisions.

Reading assessment includes all procedures and devices by which observations of pupils, teacher, or program are collected, and organized. Assessment usually implies measurement. It encompasses a variety of sources: cumula-

tive records, interviews, checklists, electronically derived records, inventories, projective techniques, self-report procedures (autobiography), as well as testing procedures of varied nature. Any device which contributes to a descriptive appraisal of pupil reading performance, pupil reading-related circumstances qualifies as reading assessment.

Assessment provides the data upon which all succeeding evaluation processes depend. The more thorough the assessment and the more representative its resulting observations of pupil or program performance, the more accurate the related appraisal of that behavior.

Tests are the most common assessment devices employed in schools and reading tests are among the most frequently used. The two categories of testing which figure heavily in reading evaluation are those of achievement and aptitude. If the test measures the degree or nature of proficiency of the examinee's learned knowledge and performance behaviors, it is an "achievement" test. If the test is designed to predict what the examinee could learn to do if he received appropriate learning experiences, it is classified as an aptitude test. Tests of personality, attitude, and interests also provide measures pertinent to pupil decisions in reading development.

At this point, it might be useful to differentiate between "standardized" and "informal" testing. In one sense, and test worthy of the name is standardized. In common professional jargon, however, a standardized test usually refers to one which utilizes normative referencing to give it meaning. "Normed" subjects have been organized into descriptive distributions of pupil results. In this way, the test score of a particular examinee can be accorded a relative meaning by comparing it with the performance of others through percentile ranks, stanine placements, grade equivalents, and standard scores.

Like any other operational structure, an effective program of secondary reading evaluation does not emerge and function by chance. It must be guided by principles or objectives to develop and maintain pertinent supporting services, consistant administration, and creative solutions to problems of instruction and evaluation itself. The following guidelines of the reading evaluation program implement concepts and functions of secondary reading evaluation. According to Hill, they are:

1. Should consider the improvement of secondary reading, as a personal behavior and tool for learning, to be the fountainhead of its activity; all operational decisions and activity of reading evaluation ultimately must be judged by this criterion: Did they facilitate individual and/or group reading development?
2. Should be an integral daily element of both reading and content area instruction, as well as a dispassionate means of periodically appraising the products of the instruction program.
3. Should reflect the general and specific objectives of the reading educational program; this would include clarification and modification of objectives, as well as appraisal of pupil accomplishment.
4. Should make use of variety of assessment instruments and related procedures to observe the reading related performance of the pupil, teacher, and program.
5. Should provide continuous and systematic input of evaluative data to avoid bias in sampling and to evaluate long-term development, as well as immediate pupil and program need.

6. Should follow an organizational plan which coordinates the evaluative input of classroom teachers, administrators, pupils, and parents, as well as specialists.
7. Should process gathered information in such a manner that it is available to, can be interpreted by, and can therefore be utilized by all pertinent personnel in effecting educational decisions.
8. Should draw upon and combine criterion-referenced and normative-referenced measures in such a way that the evaluative strengths of each are maximized and the evaluative weaknesses of each are minimized.
9. Should be administratively staffed by professionals trained and experienced in reading instruction and diagnosis as well as in the general techniques of educational measurement.
10. Should be a complementary function of the school system's general program of educational evaluation.

Some progress is being made toward the improvement of secondary reading evaluation and its assessment. This problem is the one which project capable will be addressing itself this month. Through research, the members will determine those devices most appropriate for their particular content area. Next year, the team will be involved in selecting various components from standardized tests and developing various informal devices which will adequately assess those skills pertinent to content learning. (See previous reports.)

Terry Murphy
Project Co-director

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*All members used same resources.